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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How the World Works**  **Maths: #combinations-Class inclusion** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Draws and orders all possible 2-number combinations from 5 to 7  -Groups a set of objects according to al least two different criteria and explains the concept of class inclusion. | | | | | | **Skills:** Observing, application | | | | | |
| **Materials:** magnets, rods, multilinks, foamy.  Class inclusion material: animals, blocks, etc. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 19 Jan. 20-24** | | | | **Time: 45 min. (whole group)** | |
| **Description** | | | | | | | | | | | |
| **Opening:** The teacher will explain to the children that they are going to review number combinations using different material, such as magnets, rods, multilink or foamy and the other teacher will call some students to do a specific task (class inclusion questions). | | | | | | | | | | | |
| **Main Activity:** The children will sit around and the material will be displayed in the middle. The teacher will ask the possible combinations for a specific number from (1 to 4) and taking turns they will answer and demonstrate it using the material they prefer. Meanwhile, the other teacher will call some students (the ones that could not do it in the protocol) to ask about class inclusion. For example: What do you have more…animals or dogs? If they don´t get it, teachers should explain the concept. | | | | | | | | | | | |
| **Tier 1:** Ask them for number 5 combinations | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Explain the children that in this period, they are going to find more combinations, continuing with number 5. | | | | | | | | | | | |